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ABSTRACT

Intended for Maine teachers working with disadvantaged high school students in programs emphasizing vocational education, the booklet suggests alternative classroom ideas in the areas of finding a job, filling out forms, choosing an occupation, gaining confidence, job skills, managing money, mathematics, consumer education, communication, science, history, and sociology. The following are among specific topics considered: social security forms, writing a resume, application forms, medical claim forms, job applications, using a video tape recorder, interviewing, personal appearance, the time card, verbal blunders on the job, making change, money management, financial decision making, fractions, finding square area, newspapers, speaking skills, and social problems. Among suggested activities are obtaining a social security card, role playing the job interview, using videotape to evaluate student appearnace, collecting examples of verbal blunders, simulating a husband and wife balancing a checking account, comparing prices in different stores, grafting an apple tree, and assigning each student to spend one day with a person earning his living in the selected career field. (DB)

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IDEAS FOR TEACHERS

"If you can't have the best of everything, make the best of everything you have "

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STATE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
Education Building
Augusta, Maine 04330

CARROLL R. McGARY, COMMISSIONER

KERMIT S. NICKERSON, DEPUTY COMMISSIONER

ELWOOD A. PADHAM, ASSOCIATE COMMISSIONER
Bureau of Vocational Education

CARL W. BUTLER, DIRECTOR
Division of Program Services

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This booklet is a first attempt at creating a "teachers' trading center," if you will, of practical classroom alternatives for working with students. Its purpose is to help teachers motivate the disadvantaged, but it could be valuable in working with all youngsters.

Some of your fellow Maine teachers have given much of themselves in time and talent to share their own classroom methods with you. Theirs has been a true "labor of love," for their sole reward is the satisfaction of having helped a greater community of teachers and students.

We hope you, in drawing from this first pool of Maine experience, will want to contribute something in return--to trade an idea which has worked in your classroom for one which appears here--regardless of subject area. That way, when enough new material is received, this booklet can be expanded or another one created.

To participate in this effort, please send your ideas to Carl W. Butler, Director, Division of Program Services, Bureau of Vocational Education, Maine State Department of Educational and Cultural Services, Augusta, Maine 04330.

Particular thanks is due Ronald Clukey of Dexter Regional High School for his work in coordinating the creation of this booklet. Working with a dozen different people in as many different places, he has somehow managed to pull the whole thing together.

ELWOOD A. PADHAM
Associate Commissioner
Bureau of Vocational Education

This publication is a part of the evolving design for teaching and learning in vocational education. Presented by the State Department of Educational and Cultural Services, Augusta, Maine, it is proposed as a central framework upon which teachers might build a plan for learning. It is not intended as a step-by-step curriculum guide, but rather as an idea booklet whereby teachers may gain some insight into helping disadvantaged students build confidence while preparing for today's work world.

What does a conscientious teacher do when he has a reluctant learner in his class? Does he insert material adverse to the established curriculum -- or does he adjust his own thinking to that of the pupil and do his best to keep the boy or girl active in some areas?

Maine teachers who have had experiences with pupils who don't quite fit the pattern were asked for their prescriptions for success. Some of them are included here -- just as the teachers might jot them down for their own planning.

These ideas may work for other teachers -- or they may just serve as suggestions so that teachers in every field can develop their own plans for meeting the needs of youth in their classes.

Much credit is due the following people for their untiring efforts to help make this brochure possible: Mrs. Marilyn Schottenfeld, Illustrations; Mr. Gerald Lewis, Editing; and Mr. Alan Campbell, Advisor.

RONALD CLUKEY
Brochure Coordinator
Dexter Regional High School

ACKNOWLEDGEMENTS

Mrs. Nina G. Bolduc, Typist
Dexter Regional High School
Dexter, Maine

Mr. John Wortman
Mathematics Department
Dexter Regional High School
Dexter, Maine

Mr. Theo A. Bryant
Science Department
Dexter Regional High School
Dexter, Maine

Mrs. Gloria Dube
Project M.O.R.E.
Dexter Regional High School
Dexter, Maine

Mr. Gerald E. Lewis
English Department
Dexter Regional High School
Dexter, Maine

Mr. Douglas McAllister
University of Maine
Orono, Maine

Mrs. Antoinette Osgood
Home Economics Department
Dexter Regional High School
Dexter, Maine

Miss Mary Patrick
English Department
Lawrence High School
Fairfield, Maine

Mrs. Charlene Popham
Coordinator, Programs for
the Disadvantaged
Bangor High School
Bangor, Maine

Mrs. Lynn Sawyer
Physical Education Department
Dexter Regional High School
Dexter, Maine

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YOUR JOB
AND
YOUR FUTURE

Chapter I

ENTERING THE WORLD OF WORK

Social Security Number

What is it?

Why are we required to have a number?

Suggested Activities

1. Procure applications for a Social Security number:

   a. Explain use of form - use it for students who do not have a Social Security number.

   b. Completely explain instructions on back of card

      (1) Give special attention to areas where printing is demanded.

      (2) Explain why form asks for the written signature.

   c. Procure film "The Hardest Working Dollar" from:
      Maine Department of Manpower Affairs
      Employment Security Commission
      Augusta, Maine

      Procure films "Social Security in America" and "Sam'l" from:
      Social Security Administration
      40 Western Avenue
      Augusta, Maine

Most students are very enthusiastic when applying for a Social Security number. Reasons: Receiving mail - owning and being able to show a Social Security card - a means of identification.

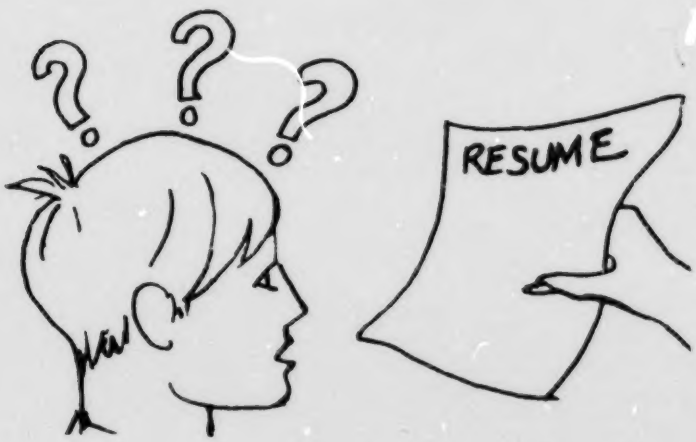
Writing a Resume

Why do we need to know?

Students should know the strong points and qualities they possess.

What should be included in a resume?

What is that?



Telling it like it is!!

Suggested Activities

1. Class Room Activities

    a. Remember when! Let students discuss their past school years. To help, show students' interests and beginning of hobbies.

    b. Discuss students' skills

    c. Hobbies and interests

    d. Discussion with personnel manager

2. Home Work

    a. Student and parents discuss student's strong points and talents.

    b. Obtain birth certificate. Student should be aware of birthplace, etc.

    c. Obtain forms for Social Security numbers.

3. Preparing a resume.

    a. Personal history

    b. Hobbies and skills

    c. Record of past and present employment

    d. Subjects taken in school

    e. Subjects liked best and why

"Well-arranged time is the surest mark of well-arranged minds"

Suggested Activities

1. Investigate:
    a. training and education
    b. personal qualifications
    c. short and long term compensation
2. Discuss and role-play finding the job:
    a. agencies
    b. advertising
    c. friends
    d. school
3. Discuss and role-play job application:
    a. telephone
    b. letter
    c. personal contact
    d. agency
4. Discuss and role-play interview procedure:
    a. approach
    b. proper clothing
    c. grooming
    d. behavior
    e. resume'

Personality Plus

Establish:

Basic self-concept

Poise

Co-worker relationships

The boss-worker relationship

The cheerfulness habit

Genuine concern for people

Manners and morals

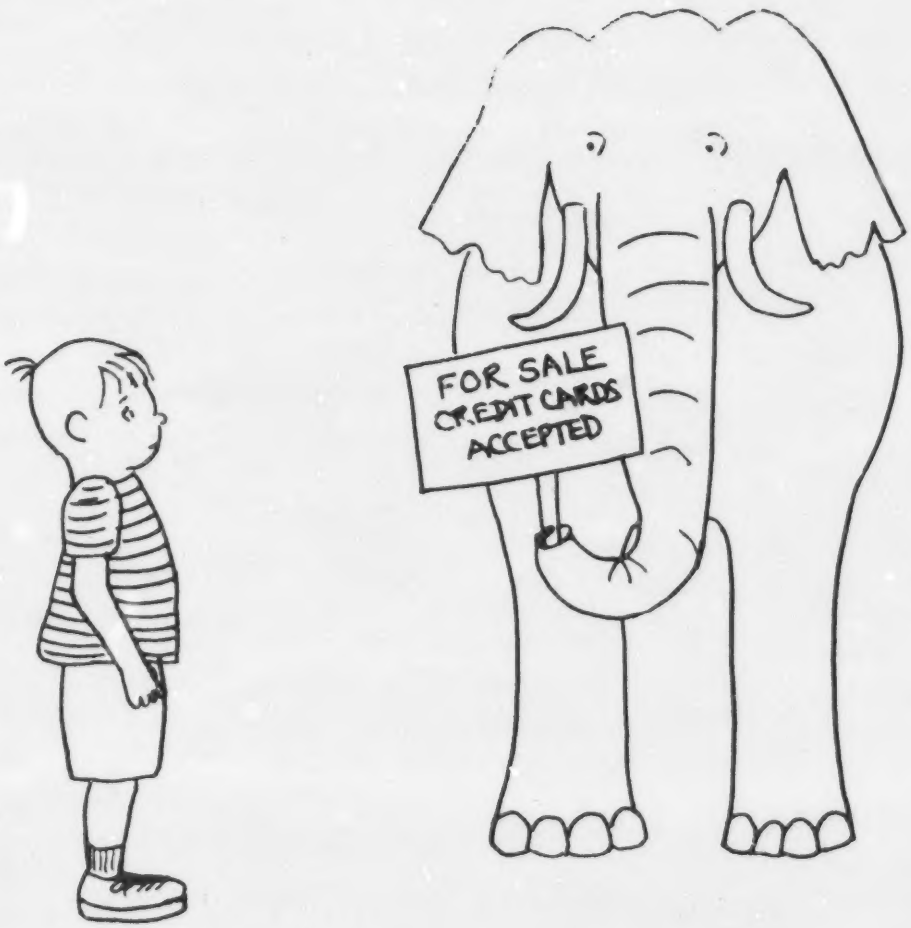
CHAPTER II

FORMS FOR EVERYDAY LIVING

Why should you familiarize your students with difficult types of forms?

What does a student have to know to complete a loan form? credit card form? banking form?

How do you give your students the confidence and ability they need to complete these forms accurately?



Application Forms

The ordinary business of everyday living requires us to be familiar with and to complete all types of forms, whether for purchasing a car, writing a check, or applying for a loan.

The following suggestions should help your students bridge the gap between the classroom and this aspect of everyday living.

What's an applicant? Subscriber?

Suggested Activities:

1. Obtain charge account forms from local department stores

    a. Discuss different types of charge accounts.

    b. Refer to students' resumes regarding former employment - mention importance of giving employer proper notice when leaving one job or position for another.

    c. Note importance of using proper and qualified persons for a personal reference, such as landlord - neighbor - school board member - teacher - town selectman - chief of police.

    d. Business reference - students should be made aware of the importance of a good reputation.

    e. Discuss installment credit agreement with students, <u>Read before signing</u>.

2. Invite a department store credit manager into your classroom to discuss department store policy regarding credit amounts, payments, store contracts that have to be signed, rights of the department store, and the customer's rights.

"It takes as much energy to wish as it does to plan"

Banking Forms

Doing business at the bank with confidence.

Students and bank personnel should get acquainted.

Suggested Activities:

1. Procure banking forms from local bank.
    a. Discuss each form and its use.
    b. Invite bank manager or his representative to class to discuss banking procedure.
2. Discuss difference between trust companies and savings banks.
3. Discuss passbook procedure - applications as a contract, banking hours and why - trustees and their function.
4. Invite bank employee to discuss banking from a teller's point of view - procedures in local bank, qualifications to be a bank employee - meeting the public - work week - pay scale.
5. Procure installment loan application form from your local bank.
    a. Discuss application with students.
6. Let students compile a list of questions pertaining to obtaining a loan, amount of loan, insurance, discount, interest, etc.
    a. Engage installment loan officer or his representative to discuss above questions with the class in school.
    b. Take a field trip to the bank to discuss other types of banking forms, types of loans, payment plans, etc.
7. Obtain Bank Americard or Master Charge card forms.
    a. Explain forms to students and complete.

Note: Special attention should be given to the statements on all forms pertaining to signatures attesting that all statements are true and correct. (integrity)

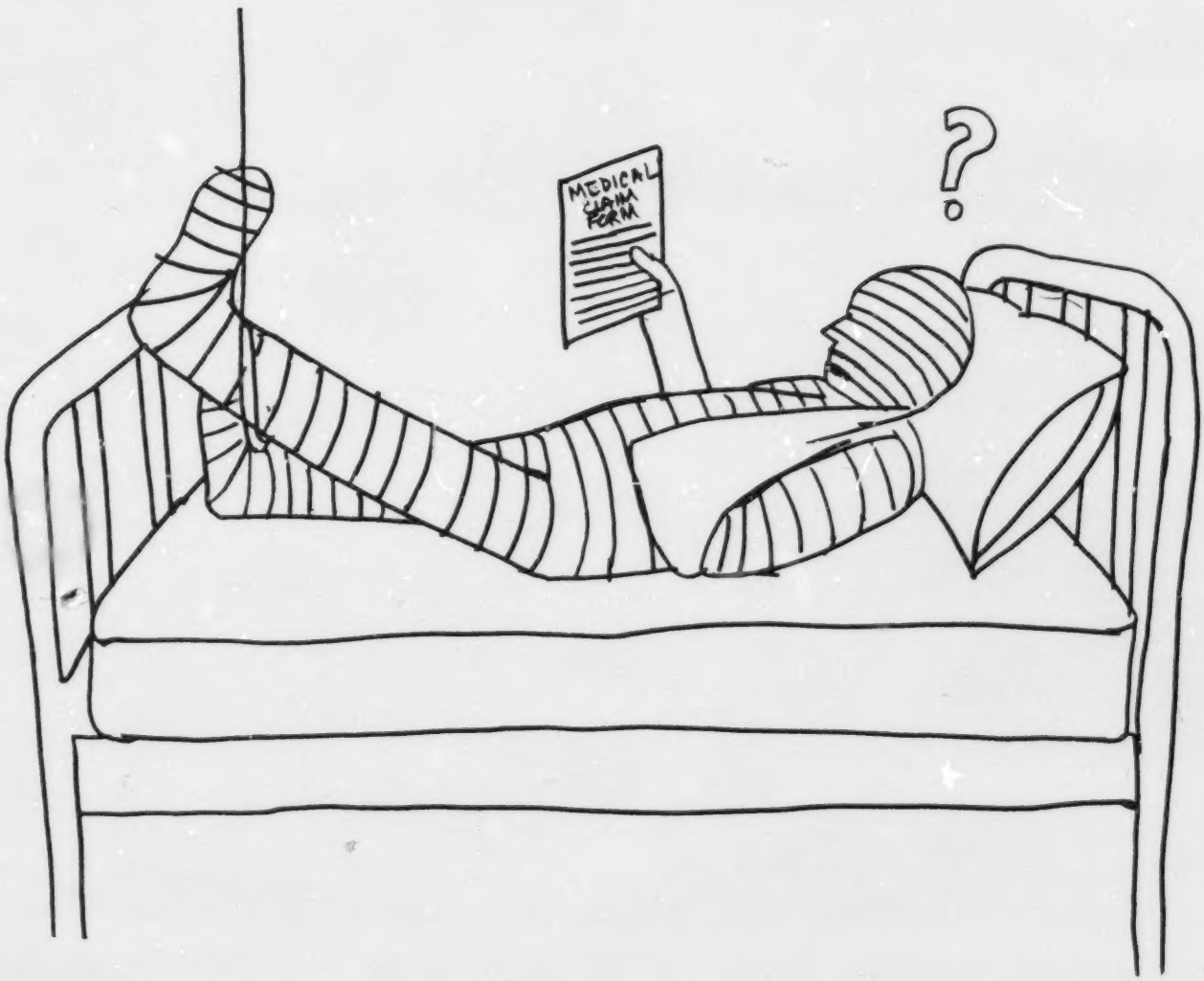
"Efficiency is not simply a matter of working harder but of working easier, faster"

Medical Claim Forms

What part of the form do I complete?

Why are medical payments sometimes delayed?

Turn page for a few activities that your students should know about.



Suggested Activities:

1. Obtain medical insurance forms from local hospital or business office.

2. Refer students to areas where printing is required.

3. Demonstrate how form should be completed properly, to avoid unnecessary delays. Give students practice in this.

4. Schedule local hospital administrator or his representative to participate in class; discussing hospital forms for insurance and forms for hospital use only.

5. Personnel from the hospital could also explain to students the different types of occupations connected with the hospital, and some of their duties. Example: laundry service, restaurant service, hotel management and services, etc.

"The secret of Success is constancy of purpose"

The following is a list of other application forms that are practical and educational for your students:

Gasoline credit card form

Postal forms

Motor vehicle forms

Mortgage loan application

Life insurance application

Property improvement loan form

Imagination must enter into the presentation of class materials. Filling out application forms is something every teacher feels is a must - and it certainly is. But how the material is presented is important. Comic book characters can be used effectively. For example: Charles Shultz's Charlie Brown is today's society's poor soul - he always loses. Yet a learning activity packet entitled, "You Can Do It, Charlie Brown" can teach students how to fill out that job application by following Charlie as he fills out his application. Slides and a tape can make the whole exercise fun - and memorable.

Find out which comic characters your students identify with, and know and use these characters to develop materials.

Chapter III

OCCUPATIONS - CHOICES AND OPPORTUNITIES

Job Applications

When they enter the work world, students will be introduced to all sorts of employment forms; and they'll have many questions:

What is included in a job application?

Can they be different for different jobs?

What does the completed form tell the employer about the student as a work world candidate?

Suggested Activities:

1. Procure job application forms from local industry.
2. Discuss such items as:
    a. Student's own handwriting when completing form
    b. Social Security number (again??????)
    c. Student's being able to furnish proof of age upon employment
    d. What is a dependent?
    e. Physical defects
3. What does D. O. B. mean?
4. Previous employment record
5. Why will some forms ask if you have relatives working for the same company?
6. Discuss the certification pertaining to honesty in answering all questions on the employment form.
7. After students become familiar with job application forms, conduct mock interviews.
8. Procure job forms with math problems from local grocery or department stores.
9. Discuss criminal record and its disadvantages.
10. Invite personnel manager or a representative from local industry to discuss forms and what people in industry expect from employees.

Exploring A Career

What kind of person am I?

What are my likes and dislikes?

What do I want from life?

Do I prefer working with things?

Do I prefer working with numbers?

Do I prefer working with ideas?

Do I prefer working with music, art, poetry?

Do I prefer working with people?

Do I prefer working outdoors?

Suggested Activities:

1. Discuss:

    a. School work (types of courses)

    b. Hobbies

    c. Club memberships

    d. After-school work

    e. Aptitudes and aptitude tests (guidance counselor can help here)

2. Poll class to determine if students' interests are alike in some areas. (Indoor work, outdoor work, etc.)

    a. Invite personnel from industry, construction, farming, or distribution to discuss their vocations with students.

3. Obtain: Bulletin #540, "Let's Explain Your Career"
Cooperative Extension Service,
University of Maine, Orono
or County Extension office

"Life is an art, not a science; it is mastered by experiment and patience, and infinite beginnings again"

CHAPTER IV

GAINING CONFIDENCE

Using the Video Tape Recorder

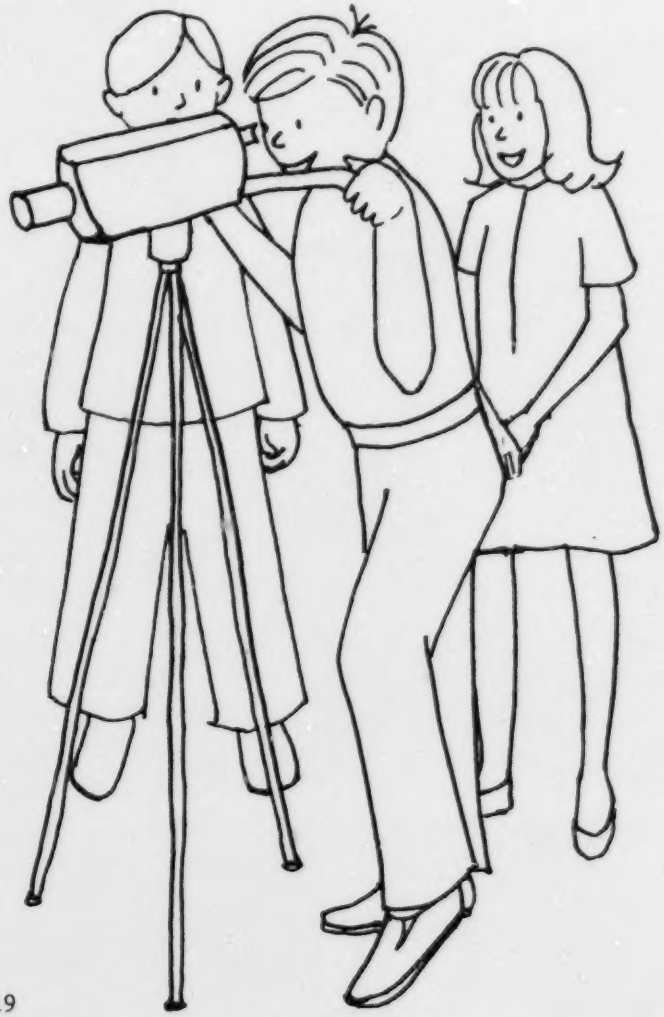
Why use it?

It enables students to see and hear themselves as others see and hear them.

It enables students to capitalize on strong personality points and eliminate weak personality characteristics.

It introduces students to the communications and television field.

It requires students to learn to work with others as a team.



Suggested Activities

1. For the technician

    a. Initiate step by step procedures to assemble a video camera and recorder.

    b. Introduce the student to a methodical procedure for troubleshooting the video tape recorder.

    c. Practice assembly and disassembly of the video tape recorder having the students work as a team.

2. For the announcers or performers

    a. Practice script writing.

    b. Read and record script, playing it back and correcting miscues.

    c. Engage in various types of role playing (courtroom trial, debate, interview, etc.)

    d. Broadcast a live event, hockey game, your own classroom, Headstart, town meeting, school board or budget meeting.

"Even though your work may not be the best, always make sure it is your best"

Self-Confidence

What is it?

Confidence in oneself without reservation.

How do you get it?

Being able to do something well.

What do you do with it?

Get and hold a job, and live with yourself.

Tired of living?
Can't get a job?
No future plans?

WHY???

Looks forward to each day.
Has a job and gets promotions.
Has a solid future planned.

HOW???

How to gain it!

1. Personal appearance

    a. Clothes - what is for you, and not the clothing manufacturer?

        (1) Discussion of clothing and body lines

        (2) Informal discussion with model or stylist at school

        (3) Use Home Ec. teacher and Extension personnel

        (4) Beautician or hair stylist consultants

        (5) Stylish safe clothing for our particular job

        (6) Field trip to clothing store

        (7) Shopping trip - with help

2. Image and natural abilities

    a. Student hobbies

        (1) Related to vocations

        (2) Physical limitations

        (3) Students demonstrate their particular hobbies
            Use closed circuit television or tape recorder
            for demonstration.

3. Greeting people with confidence

    a. Look others in the eye

    b. Practice a firm handshake

    c. Concentrate on remembering names and faces

    d. Student introductions

Interviewing

If you don't feel the way you should look, then look the way you should feel - - and you will feel the way you should look.

Young people are scared of interviews (and so are you)

Confidence can be gained from knowing:

That we present a good physical appearance.

That we have had practice in being interviewed.

That we are prepared for the questions.

That we are secure when we are speaking correctly.

Confidence in these areas - and others - can be obtained from class activities (noted in the following pages) and from:

"Prepare Yourself for Job Interviews"
U.S. Dept. of Labor
(Reprinted by Maine Department of
Manpower Affairs, Employment Security
Commission)

"Many people are lonely because they build walls instead of building bridges."

Personal Appearance for an Interview

GOOD GROOMING IS . . .

PUTTING IT ALL TOGETHER

Neat. Clean. Hair combed. Fingernails clean. Shoes shined. No jeans or party dresses. Gaudy jewelry, heavy makeup, strong perfumes, and shaving lotions are OUT!

Remember-

APPEARANCE STARTS WITH A GOOD SCRUBBING.

Remember -

WHAT YOU SEE IS WHAT YOU GET.

Suggested Activities

1. Using magazines, make a bulletin board of proper atire for an interview.

2. Class discussion on cleanliness.

3. Films on good grooming, basic cleanliness.

4. Use cosmetic representative.

5. Simulate interviews with pupils dressed as they would be for an interview.

6. Ask speakers from industry to tell what they look for in an interview.

7. Students develop check list for use before going to an interview.

8. Use video tape for pupil to evaluate own appearance.

For further information please contact:

Mrs. Gloria Dube
Project M.O.R.E.
Dexter Regional High School
Dexter, Maine 04930

Mrs. Antoinette Osgood
Home Economics Department
Dexter Regional High School
Dexter, Maine 04930

"A person who has a sharp tongue is likely to cut his own throat"

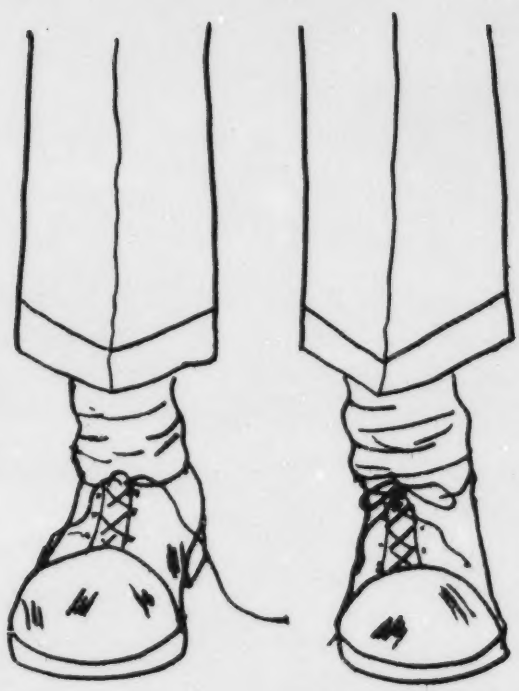
Good Appearance Leads to Employment

Basic values:

- *Cleanliness*
- *Toilet items for male and female*
- *Clothing care*
- *The smile that shines*
- *The shoes that tell*

Be aware of:

- *Job-oriented apparel*
- *Mixing and matching*
- *Repairing and caring*
- *Decorative emphasis*
- *Useful bargains*
- *Stretching a wardrobe.*



Chapter V

LIVING WITH YOUR JOB

Mini Course On The Time Card

Why is it important?

What does it show?

Does it tell anything about an employee?

You'll be surprised - Turn page -

JOHN DOE	
IN	OUT
8:30	5:00
10:00	5:00
8:30	4:59
9:05	4:55

Suggested Activities:

1. Borrow time cards - a time clock, if possible:

    a. Show students why proper date for week ending is important.

    b. Explain employee number.

    c. Show where worker's name is entered (sometimes entered by employer - if so, employee should sign where signature is required).

    d. Explain where card should be punched with a time clock for the first day in and out, etc.

    e. Show students how to compute their daily time converting minutes to hours, etc.

    f. Explain employee exemptions, withholding, state tax.

2. Students should punch card or fill in section each day in class to determine length of time in class. Compute total number each week; determine hourly wage and complete time card.

3. Remember that the time card will show an employer what type of employee he has hired insofar as punctuality is concerned - and punctuality reflects a proper work attitude!

"Cut the pattern to fit the cloth"

Verbal Blunders

What Are They?

Do We Condone Them?

Is There Any
Easy Forgiveness?

Types of Verbal Blunders (Only a Few)

1. Losing Temper
2. Gossip

   (A fatal blunder)
3. Not thinking before using humor
4. Sarcasm

   (The Verbal Sneer)

Suggested Activities:

1. Hey, "Teach" - How about giving an example of the above, one at a time, to get a good lively discussion started?
2. Students can give examples of how above have hurt them on occasion.
3. Discuss the art of listening.
4. Discuss sarcasm behind the counter (sales clerks).
5. Relate all of this to the work world.

"Courtesy is contagious - let's start an epidemic"

On The Job

Do Be:

Someone who knows the job requirement.

Someone who is aware of how to advance.

Someone who tries to understand fellow workers and supervisors.

Loyal to your employer and fellow employees.

Don't Be:

A clock watcher

A gossip carrier

A time abuser

A complainer

Be cheerful. If you don't feel good, make believe you do. No one likes a long face.

Chapter VI

MANAGING MONEY

Making Change

Teaching student to make change is another way to build his confidence. Whatever he does or wherever he goes, if he can handle money with assurance he'll "get a good taste of what it's all about".

The checkout counter with cash register is the ideal setup for your students to make change. Role playing in simulated selling situations will require making change over and over again.

The student gets to really know money and when told he owes $17.84 will readily present the proper bills for this amount. He is confident that he will know the correct change that he is to receive back.

Knowledge of its value, and of careful planning of money, seems to follow this familiarity with change-making.

Money Management

Suggested Activities:

1. Speaker from local bank.
2. Visit to local bank (guided tour)
3. Simulating bank in classroom (role-playing - tellers, patrons, bookkeepers, etc.)
4. Simulating husband-wife balancing checking account (role-playing - some humor here).
5. Ordering from catalog and making out check to cover cost.
6. Students withdrawing from savings to cover checks needed to pay bills.
7. Class discussion on how much of one's pay should be set aside for savings each week, and why.
8. Class discussion - Where does the paycheck go these days?
9. Class discussion - How much allowance should a teenager have?
10. Class discussion of denominations of money and their relation to each other. (Perhaps some students could bring in foreign coins for comparison).
11. Role playing - two students making change for each other (play money)
12. Use of checkout counter and selling situation to make change.

Workbooks: "Checker's Manual", published by the National Associated Retail Grocers of the United States

"A little experience often upsets a lot of theory"

Money Management for the "Now" Times

Understand:

- Bankers
- Budget magic
- Insurance fine print
- Buying on credit
- Installment woes
- The Joneses' neighbors
- Impulse spenders
- Payroll deductions
- Income tax deductions
- Savings plans
- Credit unions, etc.

Decision Making

Borrow money

New car

Better job

Type of job

Entertainment

Clothes

What Life Style?

Get married

More education

Snow sled

Drugs

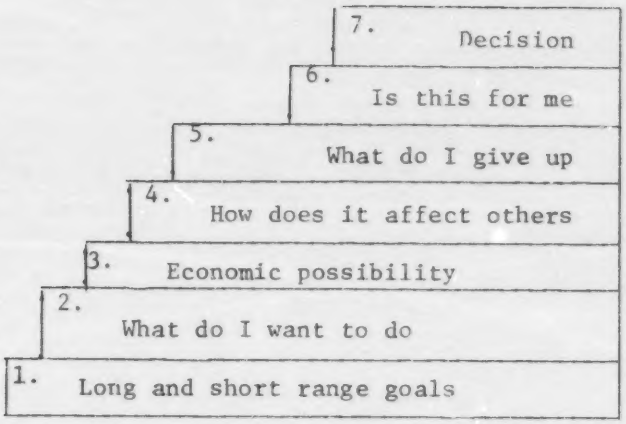
Alcohol

Parenthood

Do you know how to learn to make decisions?

Using logic to make decisions.

Step by step approach:



WHAT YOU DO IS WHAT YOU ARE.

"Those who try to do something and fail are infinitely better off than those who try to do nothing and succeed."

Suggested Activities:

1. Role playing
2. Class discussions
    a. Budgeting
    b. Job hunting
    c. Purchasing
    d. Your needs
    e. Short range goals (up to 1 year)
    f. Long range goals (1 - 10 years)
3. Visit a Jaycee meeting
4. Invite participation by resource people
    a. Guidance counselors
    b. Principal
    c. Club presidents
    d. Buyers
    e. Home Economics teacher
    f. Successful small businessmen
    g. Personnel directors
    h. Military recruiters
    i. Ministers

Chapter VII

MATHEMATICS

Fractions - Schmactions

"Joe Schmo"

Why do I need fractions? What good does it do me? I don't need math (ick!) to make money!

Girls! Do you want to get married and have a family?

Look

"Oh, Darn. I want to double this recipe for peanut butter cookies and it takes 2/3 cup of milk."

What will I do? I don't know what fractions mean .

Guys!

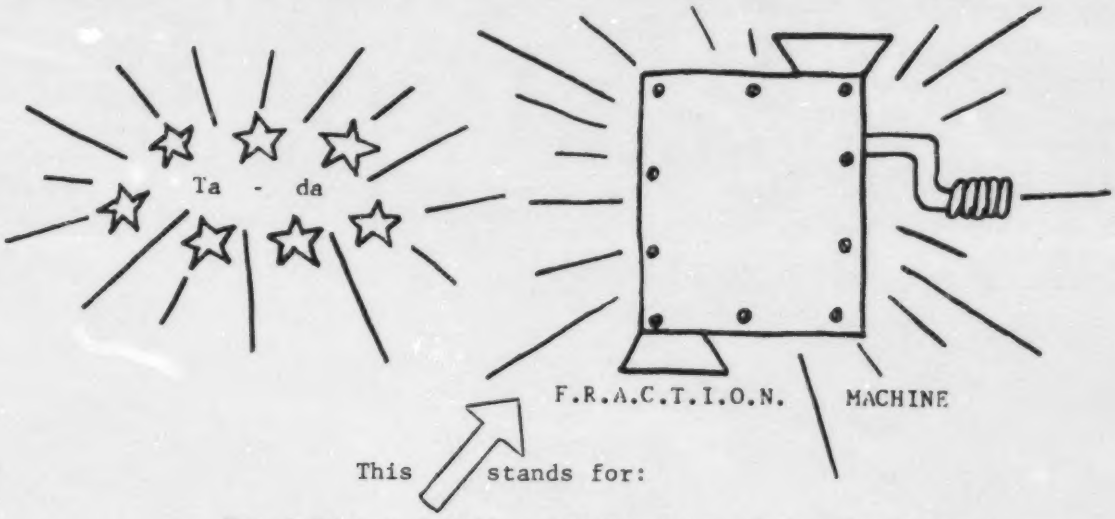
Look

'Oh, @#$%¢&*#$*#$@* it! This 3/4 inch wrench is too small to fit the engine bolt. I need the next bigger size, but what's next bigger than 3/4 inch?

Too bad I never learned my fractions.

HI LINDA AND MIKE!

I'm Professor Schmart and though I can't show you everything about fractions I do have a new invention to show you.

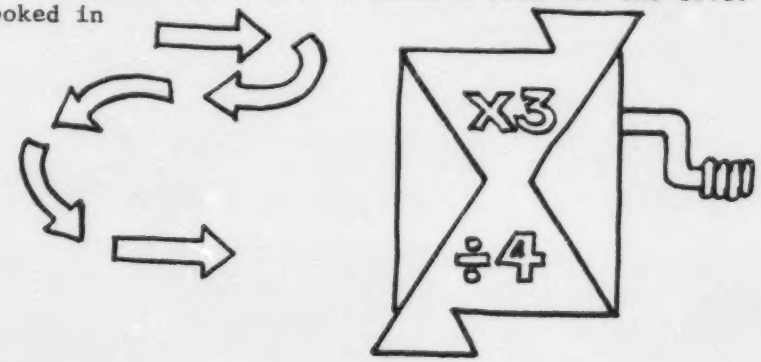


Fried Rice And Chile with Tomato In Onion Noodles.

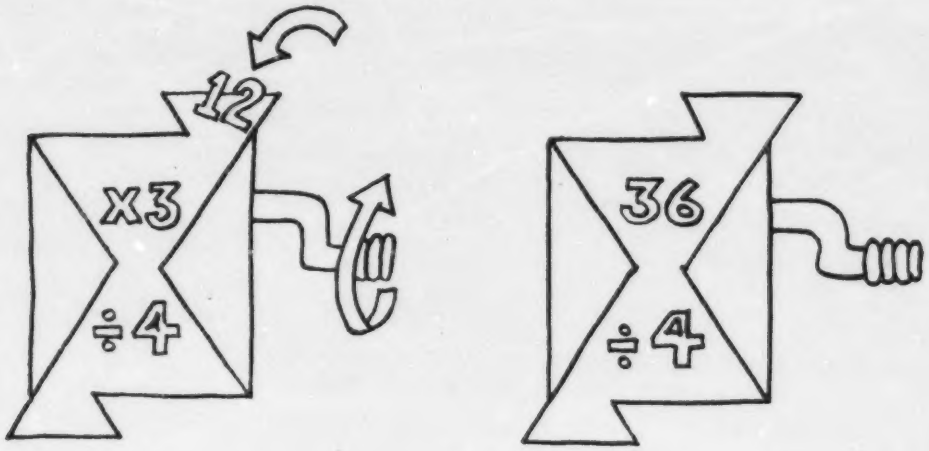
It works good when you use it to make your supper but it gives me heartburn (burp!)

By accident I found that this works better with numbers instead of food. I accidently dropped a number into it one night (it was a 12), cranked it, and out popped a 9!

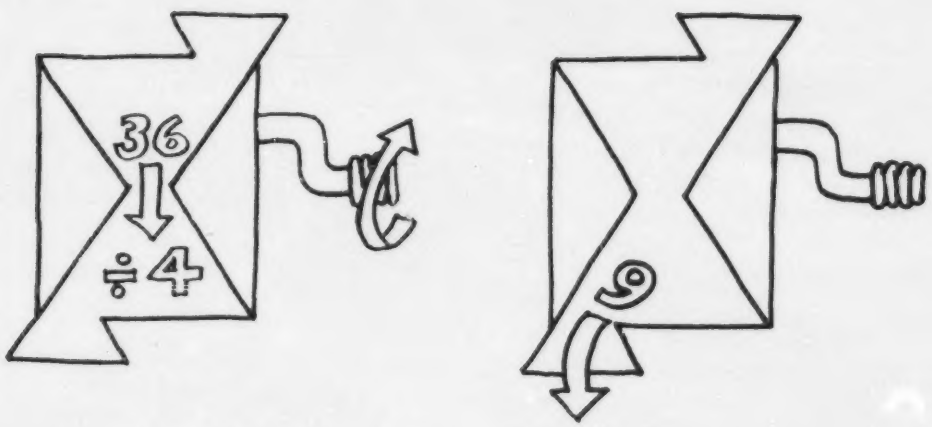
I couldn't believe it until I took off the cover of the machine and looked in



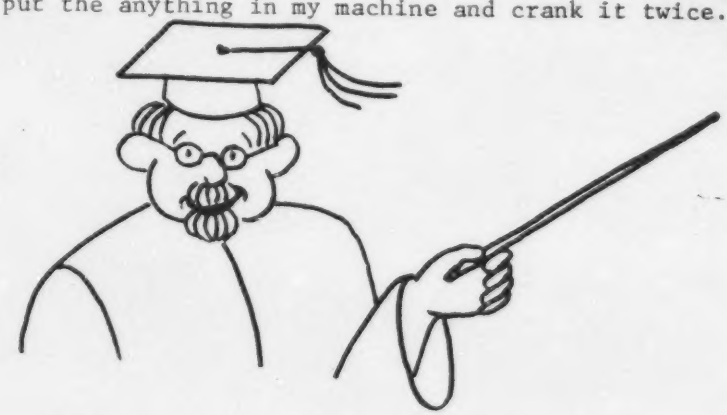
Not only was my invention a fairly good supper maker, but it was a great fraction machine. This time I left the cover off and dropped the number 12 in and turned the crank once:



and then again:



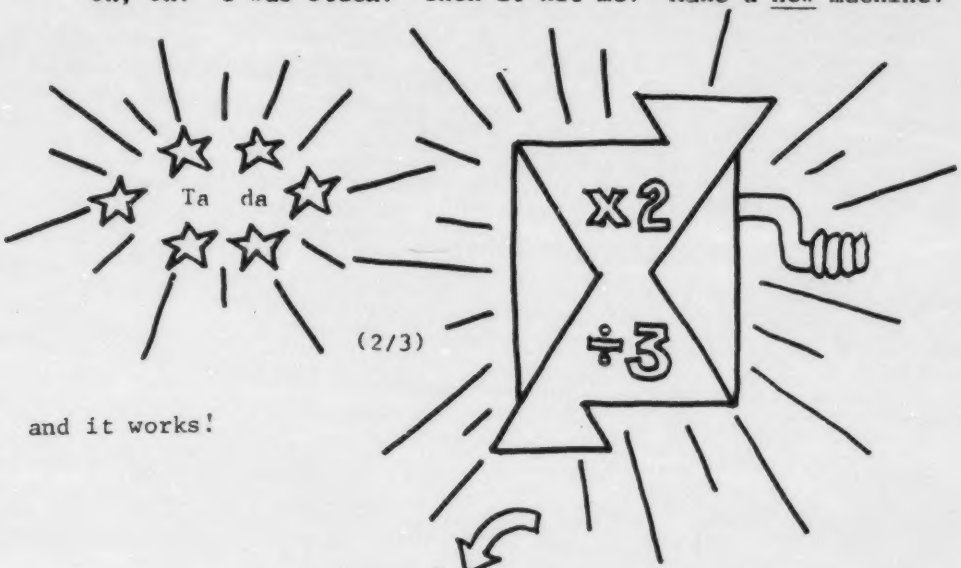
Hoorah! I've built a machine to multiply a number and a fraction. Anytime somebody says, "Find 3/4 of anything or 3/4 times anything, all I have to do is put the anything in my machine and crank it twice.



(Turn page)

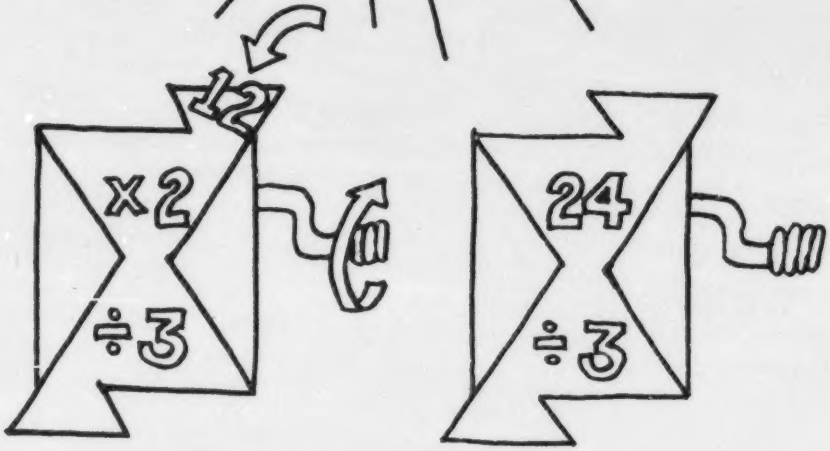
This worked real nice for a couple of weeks until a wise guy said, "O.K., smart-guy Professor Schmart, find 2/3 times 12."

Oh, oh. I was stuck. Then it hit me! Make a <u>new</u> machine!

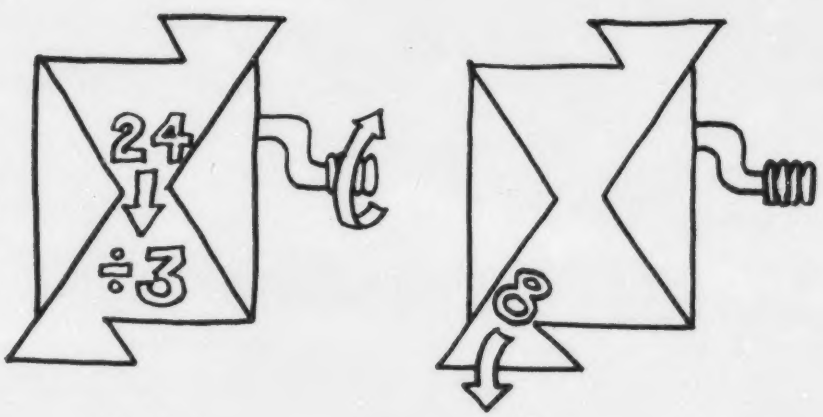


and it works!

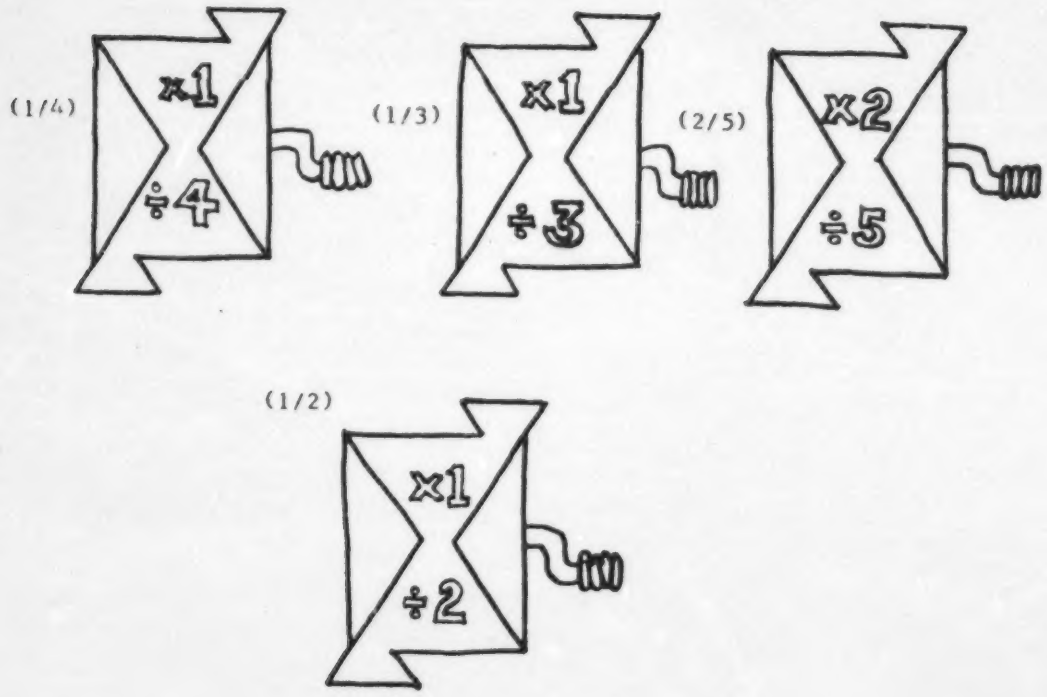
Crank once



and again



Then I decided to build a lot of machines before some other wise guy came along and stumped me. Here they are. Try them with some numbers.



For further information please refer to:

Mathematics - Modern Concepts and Skills, Teacher's Edition, Book 1
D. C. Heath and Company, Copyright 1968
Referred to by permission of the publishers.

For further information please contact:

Mr. Douglas McAllister
University of Maine
Orono, Maine 04473

Nines Table

Once upon a time a student applied for a job at a local diner. The manager of the diner assured him that there was employment available but first he must pass the employment test as follows:

9 x 1 =	9 x 6 =
9 x 2 =	9 x 7 =
9 x 3 =	9 x 8 =
9 x 4 =	9 x 9 =
9 x 5 =	9 x 10 =

Applying himself very energetically, the student exclaimed, "I know that 9 x 1 = 9".

9 x 1 = 9	9 x 6 =
9 x 2 =	9 x 7 =
9 x 3 =	9 x 8 =
9 x 4 =	9 x 9 =
9 x 5 =	
	"And I know that 9 x 10 = 90".

After viewing the test and noticing that it was becoming increasingly harder, he wondered if perhaps he had completed enough of the test to obtain a passing grade. So he started to count the unanswered questions as follows:

9 x 2 = as #1, 9 x 3 = as #2, 9 x 4 = as #3

9 x 1 = 9	9 x 6 = 5
9 x 2 = 1	9 x 7 = 6
9 x 3 = 2	9 x 8 = 7
9 x 4 = 3	9 x 9 = 8
9 x 5 = 4	9 x 10 = 90

Refusing to believe that he had missed eight of the numbers, he decided to take a recount, counting from the bottom toward the top, for example 9 x 9 = as #1, 9 x 8 = as #2, 9 x 7 = as #3

9 x 1 = 9	9 x 6 = 54
9 x 2 = 18	9 x 7 = 63
9 x 3 = 27	9 x 8 = 72
9 x 4 = 36	9 x 9 = 81
9 x 5 = 45	9 x 10 = 90

Needless to say, the student passed the test, obtained employment and gained a lot of weight on the good food.

Finding Square Area

"How Many Gallons of Paint Will I need to Paint the House?"

Does finding square area give you a problem?

Square area is a very common unit of measure. Whether we are going to paint the house, hot-top the driveway, make a dress, or cover the floor with a rug, we need to know how to figure square area.

1. Measure the thing. Find the area as if its shape were rectangular.

2. Measure the greatest length of the object to the closest unit of measure. If you want the area in feet, measure to the closest foot and do the same with all units of measure. Measure the width in the same unit that you measured the length.

3. Now that you have both length and width, multiply the two, and you have the square area of the object. L x W = square area.

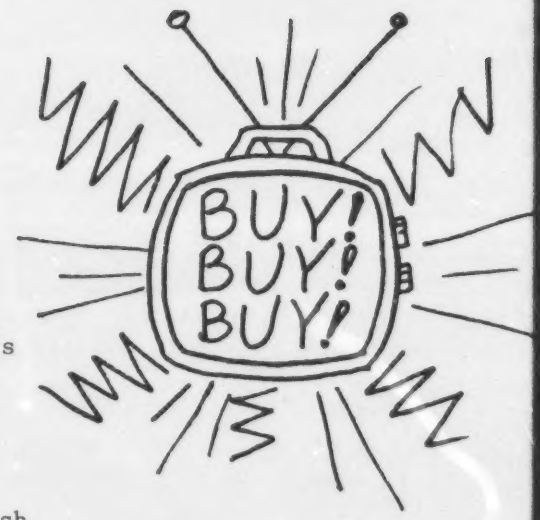
Try the following problems:

1. With a yardstick or ruler measure the length of the room and width of the room to the closest yard. Find the area. How many square yards of rug would be needed to cover the floor?

2. With a yardstick or ruler measure the length and width of one wall in the room to the closest foot. Find the area of the wall. Knowing how many square feet a gallon of paint would cover, (this information should be on the can) could you figure how much paint you would need to cover the wall?

For further information please contact:

Mr. John Wortman
Math Department
Dexter Regional High School
Dexter, Maine 04930



Chapter VIII

CONSUMER EDUCATION

Should we know how to translate the "advertiser's promise" into our own words?

Do we need to know how to get the most for our money?

Does anyone test and compare products, and publish the results which would help us choose the best product before we buy?

This unit will present some suggestions for giving the student practice in being a knowledgeable consumer.

What must we know?

Advertisements use different methods to make a product appealing.

Some products are of little or no value to the consumer.

Food prices are rising, but the nutritional requirements of our bodies have not changed.

Buying for a family on a budget makes price comparison essential.

"There are no hard and fast rules for getting ahead, but there are plenty of hard ones"

Suggested Activities

1. Video-tape some commercials for classroom "dissection" to determine the method of appeal and the "weasel words."

2. Using package and advertising claims, determine the usefulness and limitations of the product.

3. Through mini-field trips

   a. Compare prices in drugstores with those in discount stores on non-prescription drugs and beauty products.

   b. Compare prices of similar items in different forms and of different brands to determine the best buy.

   c. Compare food prices, using a weekly grocery list. Shop brand names; sales; store line products; menu substitutes.

4. Make a chart showing the average rise and fall of prices on the more essential food items: meat, dairy products, produce, bread, etc., over a specified time.

5. Use Consumer Reports and the accompanying teacher's guide to consider specific items. (Changing Times may also be used.)

For further information please contact:

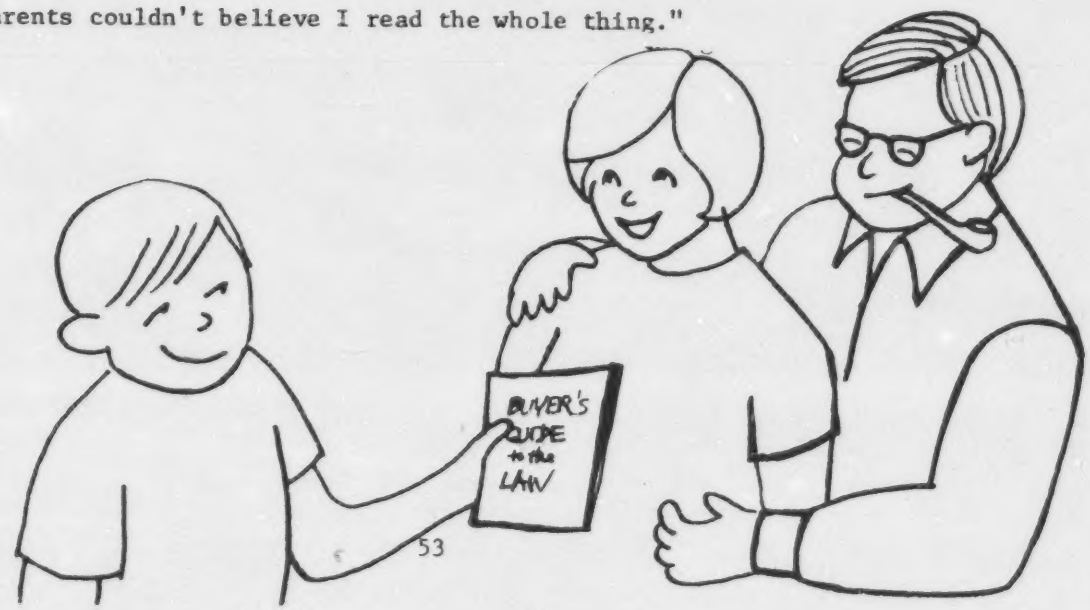
Mrs. Lynn Sawyer
Physical Education Department
Dexter Regional High School
Dexter, Maine 04930

Buyer's Guide to the Law

"I wish I'd known that before!"

"That's a book that really makes sense!"

"My parents couldn't believe I read the whole thing."



Those are the comments you will get from students who read "Buyer's Guide to the Law", by Howard T. Reben and Michael G. West, available from Pine Tree Legal Assistance, 158 Danforth St., Portland, Maine. There is now a second book out - "Buyer's Guide to the Law - Book II."

This little booklet on contracts and consumer frauds is geared to the slow learner. It makes use of cartoons wherever possible. It is used by the newly formed Maine organization, "COMBAT" to educate consumers about their rights.

The book may be made more appealing by applying the situations described to the things that kids are buying: radios, tapeplayers, watches, automobiles. Contracts, warranties and minors' rights are all explained.

Films such as "The Consumer Decides" and "Tell It Like It Is" may be shown in conjunction with this booklet.

Suggested Activities (in class)

1. A speaker from COMBAT
2. A speaker from Pine Tree Legal Assistance Agency
3. Simulated sales situations filmed (high pressure salesman at home and what to do if you do sign a contract for something you don't really want.)
4. A sales representative from a door-to-door organization explaining ethical approaches to consumers.
5. Representative of a charity canvass committee explaining bonafide credentials one should request when giving to collectors at home.

Suggested Activities (at home)

1. Students ask parents about things they've purchased with or without warranties. (Class discussion)

2. Ask parents if they have ever been pressured into buying (at home) something they didn't really want or need. (Class discussion)

3. List of charities that have collected door-to-door from parents. (Did they have proper identification?)

"It is easier for two people to see eye to eye if they're on the level with each other"

Chapter IX

COMMUNICATION

Ideas for the English Classroom

"It isn't fair!"

"I'd have gotten a better grade if you hadn't known it was my paper."

Maybe so, maybe no. One way to eliminate the "halo effect" or its opposite is to work with anonymous compositions. The pupil chooses his own symbol - peace sign, asterisk, star, etc. - which is known only to himself and the teacher. The papers are then examined and evaluated by other students who grade them, identifying themselves by their own symbol.

The technique also can be used when the teacher evaluates the papers. The compositions are either typed or rewritten by a person other than the author. The teacher doesn't know the author until after he's read the paper.

"It ain't no use!"

Proof of necessity

Forms - job applications, social security forms.

Newspaper - want ads, sales

Directions - engine parts, wiring instructions, recipe

"How"

Materials for progress

Work - 1st and 2nd grade skill books

Immediate Use - Dolch basic reading list practical words (i.e. days of week, months of year), skill vocabulary (i.e. wood and metal work).

Achievement - "Scholastic Scope" crossword puzzle, word power, repeat job applications.

Broader application of learned skills

Plays - cassette tapes

Journals - privileged information - student records in own notebook absolutely anything he wishes.

X-tra Credit - reports weekly in two other difficult subjects - for which he receives English credit as well.

"Well - maybe"

Newspapers In The Classroom

This is where it's at!

The "Now" generation knows
what's going on!
Sometimes Sylvia Porter
is almost as interesting
as "Dear Abby" and Erma
Bombeck is funnier.

Each student should be familiar with the features of a newspaper - the editorials, classifieds, feature writers, financial page, advertisements - and how to make use of them. The comics, the astrocast and the word jumble are the fun things, and of course the T.V. listings are always of interest.

"Who?

Never heard of him."

"Oh Yes!

I read about him in the newspaper today."

Suggested Activities:

1. Class discussion on today's headlines.
2. Each pupil will choose an article of interest to the class.
3. Class discussion of a Dear Abby or Jean Adams letter.
4. Class discussion of the Want Ads.
5. Comparison of grocery ads.
6. Quiz over newspaper (using newspapers to look up answers) (questions from all sections to familiarize students with each)
7. Each pupil brings most interesting (to him) article for the week from the newspaper.
8. Watch T.V. news and compare with newspaper.
9. Pupil list newspapers and news magazines in his home.

For further information please contact:

Mrs. Gloria Dube
Project M.O.R.E.
Dexter Regional High School
Dexter, Maine 04930

Mr. Fred L. Perkins, Jr.
Consultant
Newspapers in the Classroom
State Department of Educational and Cultural Services
Augusta, Maine 04330

"Discussion is an exchange of intelligence; argument is an exchange of ignorance."

Confidence in Speaking

"Do I have to, right now?" or, "Now I know I can speak before a group".

Extemporaneous compositions: everyone enjoys them except the individual who is on the spot at the time.

Pass each student a slip of paper. On it he is to note a subject on which anyone should be able to speak without preparation - "The War", "Importance of religion", "Swimming", etc. The papers are shuffled; a student comes to the front, picks up the slip and starts.

This exercise should be done only after the boys and girls have had some prior experience in speaking before the group - it's a good idea to have them read the first time, sitting down even, but after a student sees he can speak with absolutely no preparation, he does gain poise and self confidence.

After the extemporaneous speeches have been presented, the student may do a prepared oral composition on the subject he felt anyone could handle extemporaneously.

How Come Vocabulary?

I say, "Look, at one stage you were completely ignorant, as an infant, knew no words. Then you learned one, and it brought a reward - maybe milk. Then you learned another, another, another. Each time you were more educated; you understood more. Now you know thousands - but you should learn still more. For the more words you know, the better you can say what you want, and the better you can understand what others say. It's a progressive thing."

Students tend to resist vocabulary lists imposed on them, so this is another approach. Encourage them to jot down unfamiliar words as they appear in their reading or listening experiences. Enter these words - along with synonyms or brief definitions on a master list on the classroom bulletin board.

Give them a quiz on these words selected by themselves and their peers. Determine the average number of words per student, then give bonus points for each word beyond the average.

No dull list compiled by someone else, these are words of their own experience.

More On Testing

"This test is too hard!" There is less likelihood of hearing this (often legitimate) complaint if your pupils devise their own quizzes. They make up their own objective questions - true/false, multiple choice, fill-in. These are edited by the teacher, and the better ones chosen for the quiz. Bonuses are awarded for the items chosen. Taking their own test has an obvious psychological advantage, and they learn in the preparation.

"Initiative is doing the right thing without being told"

Chapter X

SCIENCE

One Man's Philosophy

Is it "relevant" to my students' everyday life?

"No" _____ Choice 1 - Make it relevant

Choice 2 - Forget it

"Yes" _____ Capitalize on it.

"To me, to be relevant is to be interesting".

"If you can think of it - try it".

"Innovate". "Yes, you can do it and the more you do it, the better you become".

"NO TEXTBOOKS ALLOWED, 'TEACH' ONLY REFERENCE MATERIAL"

Write a lesson plan, for yourself, for today and when you're done, make yourself a teacher's guide to go with it.

Things that work for you and your students are what you teach.

DONT'T JUST READ IT. DON'T JUST WRITE IT. DO IT.

Maine is the greatest science lab in the world - "USE IT".

Some ideas that are workable.

Biology

1. Why do leaves turn color and why different colors?

   Use the leaves in the fall.

2. Collect and study the many different kinds of lichens, mosses, and ferns. How many can be found?

   Boys who hunt are great sources of these.

   Lichens can be done outdoors in winter.

3. Where is that ant going?

4. Can you identify that tree, wood or leaf? What is it used for?

   You could do this:

   Gather and grow bacteria; from your hands, your bathroom toothbrush holder, your kitchen table, anywhere.

5. Graft an apple tree.

"Luck is what happens when preparation meets opportunity"

Pollution Study

1. Test the water for oxygen, CO_2 , bacteria, etc.
2. Test the air using contact paper or a millipore filter.
3. Gather algae, grow them
4. Conduct farm drainage studies
5. Visit a sewerage plant

Other Sciences

1. In a 3 x 5 box lined with plastic make a model of some local land form, stream or lake. Study erosion and wave action, soil water, or why a well has water in it.
2. Home Electricity
   a. Find a new construction job and look at the wiring.
   b. Show how to change a fuse or find a short circuit.
3. Take pictures of the stars.
4. Make simple weather instruments and study weather
5. Have a school weather station and forecast.

For further information please contact:

Mr. Theo Bryant
Science Department
Dexter Regional High School
Dexter, Maine 04930

Chapter XI

U. S. HISTORY

Who said U. S. History has to be a drag?

This subject is required in the curriculum of Maine high schools to help students appreciate our national heritage. But facts, figures, and dates can be as dry as dust to a young man or woman living in the NOW age.

If you will begin the year with no more than six clear-cut behavioral objectives and a sense of humor, that old bug-a-boo, U.S. History, can be a fun course that truly succeeds in the primary goal of putting our national past into perspective.

First, don't be afraid to break with tradition. A fifty question true/false test may tell you only which of your students are good guessers! On the other hand, an open book test will guarantee that your students will "open the book" and, if the questions are humorous, usually get the point.

See how well you can do on the following questions. Remember, no "YES" or "NO" answers allowed.

1. What was the Boston Tea Party? Who poured?
2. Why did Paul Revere pick such an unusual hour to take a ride?
3. How did General Washington spoil the Hessians' Christmas?
4. How did General Burgoyne find that crime did not pay?
5. Benedict Arnold was not always a bum: True or False? Why?
6. Valley Forge is a tourist attraction today. Was it always one?
7. Ben Franklin seemed to change jobs often. Was he lazy?
8. Red-headed Tom Jefferson was quite a guy in many fields but what was his chief claim to fame? Did he believe in farmers?

9. Yorktown? Big deal! What happened there?

10. The Articles of Confederation!....Ever heard of them? What are they?

11. Philadelphia again. . .Big meeting, 1781. . . .What came of it?

12. The old Bill of Rights. Say something good about it.

Which came first--the Declaration of Independence or the Constitution?

Now try your hand at this type of question. No matter how corny you get, the questions will be more interesting to your students than those you find in the back of the text book!

Chapter XII

SOCIOLOGY

Answers to Some Social Problems

Several research studies have come up with an astounding fact: fifty percent of all people who are fired from their jobs are not fired because they cannot do the work. They are fired because they lack basic skills in communication. They cannot take or give orders; they cannot get along with the boss or fellow employees; they project negative attitudes rather than positive attitudes. The failure to project positive attitudes often lies in the individual's lack of a positive self-image. Helping a student realize that he has personal worth must be a many-faceted approach. The school may be competing with many factors working against the development of this personal sense of value. Using many methods within the school program takes planning and coordination.

Some methods which have worked are:

1. Replacing traditional English with Communication Skills (even the change of name helps).
2. Including a course in grooming for both males and females.
3. Using every course to develop observation and thinking skills, and to reward immediately every indication of independent thinking on the part of each student.
4. Using the community resources to help the student realize that he is truly reaching his personal goals.

Now for specifics. Activities for a grooming class for boys might contain:

1. Have a local hair stylist (male) come to class and demonstrate on a student a mod hair styling and give tips on the care of long hair.
2. Visit local men's stores and try on outfits for various situations.

Compare prices, fabrics, styles. (Be sure to take a camera along to record the boys as they try on different outfits.)

3. Ask a local doctor to come in to discuss skin problems and diet with the students.

4. Ask a local pharmacist to come to class and discuss various commercial grooming preparations.

5. Ask the home economics teacher to introduce the boys to restaurant behavior. (Include the girls in this one.)

6. Brief, basic telephone manners. (New England Telephone Company will lend you two phones to make the practice more realistic.)

You may fear that your male students will not take kindly to this kind of instruction. You need have no fears. They WANT this knowledge; and if you can approach the class with the confession that you have made social blunders in the past, and tell them how uncomfortable you felt at the time, they will be pretty honest about admitting their needs.

The girls' grooming class might well include the above activities excluding the first one, and these additional activities.

1. Most local beauty schools will let you bring in a small number of girls at one time for demonstration of: hair cutting, proper use of rollers, comb-outs, and manicures. The only charge is usually a tip for the student operators.

2. Health clubs will often let each girl go through one treatment introducing her to the various machines and exercises as well as saunas.

3. A local make-up consultant can be asked to demonstrate proper application of make-up.

4. A local model or person involved in organizing style shows can demonstrate posture, carriage, and appropriate costumes to the girls.

5. A speech teacher or English teacher who works in the speech area can be asked to give a demonstration of voice control and techniques.

A final activity which can serve as an evaluation of the teacher's behavioral objectives might well be a social event. For the girls it might be a local style show or a tea. (For the latter, contact a local woman's group or a community leader.) For the boys, a meal in a restaurant might be the capstone of the class. People in the community will usually cooperate beyond your highest hope IF they know what you are doing and why!

Teaching the "disadvantaged" requires all the imagination and creative skill a teacher can muster. These students are often disadvantaged because the traditional methods haven't worked. Every student should be helped to find two leisure time activities in which he can excel.

One of these activities should be a group or other-person activity, and the other should be something he can do alone. Collecting stamps, coins, or bottles; whittling; knitting or crocheting; knot tying; painting; making glasses from bottles; making lamps; model making; skiing, ice skating; story telling; photography. Keep introducing activities until each student hits on his forte.

Other people activities can include: Scrabble, cribbage, chess, bridge, rummy, bowling, ping-pong, basketball. The teacher need not and probably should not be the expert - each student should know that he is <u>good</u>, <u>very good</u> at certain activities. Every community abounds with resource people to assist the teacher - just make sure that these people know what you are doing and why you are doing it. Your local county extension office can supply resource people or put you in touch with people having skill in some of these areas. The school or local library will often have how-to-do-it books.

These activities may not be traditional school activities, but your students often lack the resources outside of school to develop these

skills and interests. Use inexpensive awards to recognize skill development - blue ribbons, photographs, bulletin board displays. The additional plus factor in this type of teaching is that the game often leads to increased skill in basic knowledge - counting, word development, and interest in reading but most important is what it does to develop the knowledge that "I can do something well."

Once these skills have been developed, students may be encouraged to share them with others in the community; for instance, younger children, people in nursing homes, or shut-ins.

The community in which you teach is paying your salary and paying for the education of your students. All members of the community have a stake in the success of your program - they too want your students to become taxpayers, not tax consumers.

Plan a day when a group of your students will be in the community. Match each student's career objective with someone in the community who is earning his living in this career field. Have each student assigned to this person for one whole day to learn all he can about the satisfactions and frustrations of the employee's job. If you have all of your students assigned, and you can get out, visit each one during the day. If the place of business will allow you to, video-tape or photograph the employee and student in an activity typical of the job. These pictures increase the effectiveness of follow-up learning activities, provide material for newspaper stories, and provide pictures for bulletin board reports to the entire school. (This latter activity also serves to bolster that positive self-image you are working on with your students.)

An important follow-up activity is the post card or note the student writes to the employee and/or the manager of the business. In some cases,

part-time or summer jobs may result from these experiences.

For further information please contact:

Mrs. Charlene Popham, Coordinator
Programs for the Disadvantaged
Bangor High School
Bangor, Maine 04401

BULLETIN BOARD TIDBITS

"The path of least resistance makes men and rivers crooked"

"A teammate and a friend are people you can count on to count on you"

"Use the talent you possess, for the woods would be very silent if no birds sang except the best"

"The best place to find a helping hand is at the end of your arm"

"Show me a good loser and I'll show you a loser"

"Men are born with two eyes but with only one tongue in order that they see twice as much as they say"

"I am only one, But I am one; I cannot do everything, but I can do something"

"Life is a grindstone. Whether it grinds a man down or polishes him depends on the kind of stuff he is made of."

"Among all human inventions, the most useless is an excuse"

"Do the right things at the right time - and do them right"

"A gossip is someone who will chin and bear it"

"Don't find fault - find the remedy"

"Not doing more than average is what keeps the average down"

"Recipe for triumph: add "umph" to "try"

"A brain is as strong as its weakest think"

"Plan your work, then work your plan"

"To belittle, you have to be little"

"One must have longer-range goals to keep himself from being frustrated by short-range failure"

"Obstacles are those terrifying things we see when we take our eyes off our goals"

"The art of living is the art of using experience - your own and other people's."